



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 10001129  
SAU: Acton School Department  
School: Acton Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

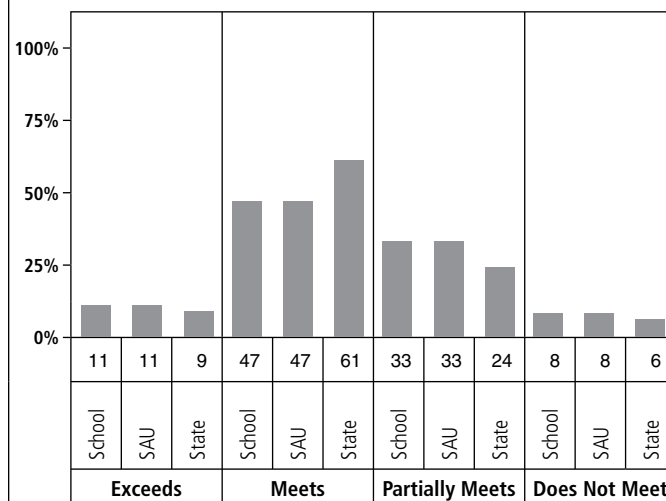
SAU: Acton School Department

School: Acton Elementary School

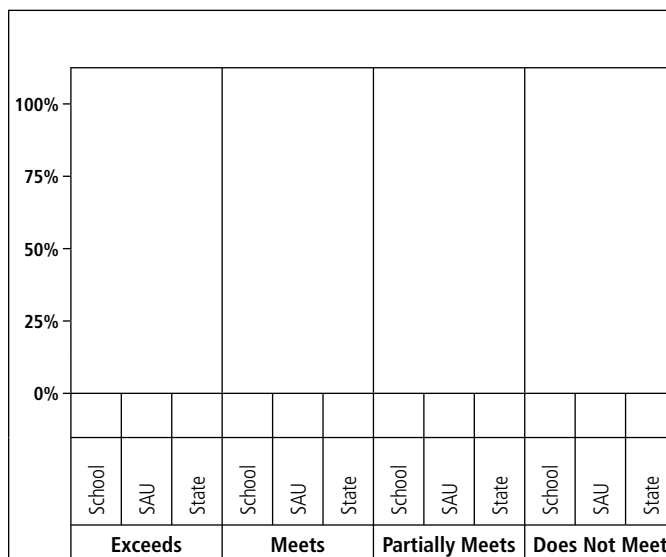
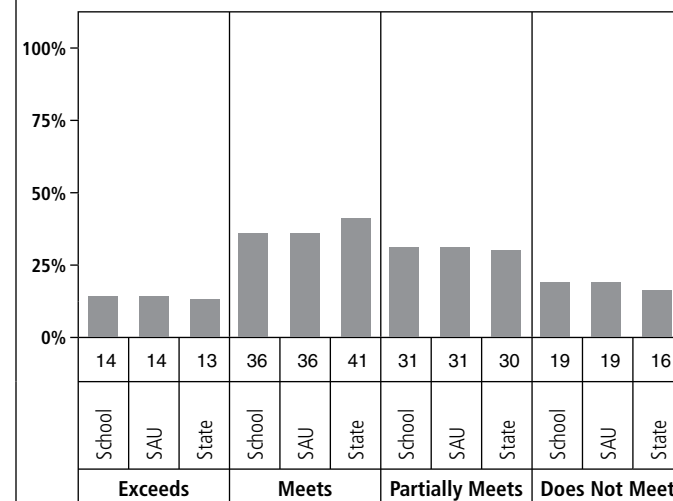
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	643	642	646
2007–2008	641	641	648
<b>2008–2009</b>	<b>646</b>	<b>646</b>	<b>647</b>
Cum. Avg.*	644	643	647
<b>Mathematics</b>			
2006–2007	644	643	643
2007–2008	638	638	642
<b>2008–2009</b>	<b>642</b>	<b>642</b>	<b>643</b>
Cum. Avg.*	642	641	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 6  
 SAU: Acton School Department  
 School: Acton Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	37	100	37	100	14251	100	37	100	37	100	14150	99	37	100	37	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	1	3	1	3	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	36	97	36	97	13309	93	36	100	36	100	13224	100	36	100	36	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	10	27	10	27	2468	17	10	100	10	100	2423	99	10	100	10	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	19	51	19	51	5780	41	19	100	19	100	5724	99	19	100	19	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	27	73	27	73	11369	80	27	73	27	73	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	9	24	9	24	2594	18	9	24	9	24	2605	18						
Identified disability (PET/IEP)	9	100	9	100	1881	73	9	100	9	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
<b>Participation through alternate assessment (PAAP)</b>	1	3	1	3	187	1	1	3	1	3	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Acton School Department  
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	0	0	0	0	1132	8
	2007-2008	1	4	1	4	1817	13
	<b>2008-2009</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	5	5	5	5	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	18	56	18	55	8127	57
	2007-2008	13	46	13	46	8072	57
	<b>2008-2009</b>	<b>17</b>	<b>47</b>	<b>17</b>	<b>47</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	48	50	48	49	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	10	31	10	30	3549	25
	2007-2008	8	29	8	29	3194	23
	<b>2008-2009</b>	<b>12</b>	<b>33</b>	<b>12</b>	<b>33</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	30	31	30	31	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	4	13	5	15	1478	10
	2007-2008	6	21	6	21	981	7
	<b>2008-2009</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>799</b>	<b>6</b>
	Cum. Total*	13	14	14	14	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.7	58.4	32.7	58.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.5	57.5	11.5	57.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.2	58.9	21.2	58.9	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 6  
SAU: Acton School Department  
School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	4	11	17	47	12	33	3	8	646	36	11	47	33	8	646	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	35	4	11	16	46	12	34	3	9	646	35	11	46	34	9	646	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	6	67	3	33	633	9	0	0	67	33	633	2236	1	30	48	22	637
No	27	4	15	17	63	6	22	0	0	651	27	15	63	22	0	651	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	36	4	11	17	47	12	33	3	8	646	36	11	47	33	8	646	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	19	2	11	7	37	9	47	1	5	646	19	11	37	47	5	646	5617	4	54	33	9	643
No	17	2	12	10	59	3	18	2	12	647	17	12	59	18	12	647	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	36	4	11	17	47	12	33	3	8	646	36	11	47	33	8	646	13959	9	61	24	6	647
<b>Gender</b>																						
Female	17	4	24	5	29	6	35	2	12	648	17	24	29	35	12	648	6743	13	63	20	4	649
Male	19	0	0	12	63	6	32	1	5	645	19	0	63	32	5	645	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1408	4	41	43	12	641
No	35	4	11	17	49	11	31	3	9	646	35	11	49	31	9	646	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	662	5	40	60	0	0	662	636	39	59	2	0	659
No	31	2	6	14	45	12	39	3	10	644	31	6	45	39	10	644	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	1	50	1	50	632	6	0	0	50	50	632	6	5	47	32	16	642
B. less than one hour	56	2	10	12	60	6	30	0	0	648	56	10	60	30	0	648	59	9	62	24	5	647
C. one to two hours	36	2	15	5	38	4	31	2	15	646	36	15	38	31	15	646	32	11	64	21	4	648
D. more than two hours	3	0	0	0	0	1	100	0	0	636	3	0	0	100	0	636	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	37	3	23	7	54	3	23	0	0	653	37	23	54	23	0	653	31	17	66	14	3	651
B. good	40	1	7	7	50	4	29	2	14	645	40	7	50	29	14	645	48	8	64	23	5	647
C. fair	17	0	0	2	33	3	50	1	17	638	17	0	33	50	17	638	18	2	48	40	10	641
D. poor	6	0	0	0	0	2	100	0	0	635	6	0	0	100	0	635	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	23	2	25	4	50	2	25	0	0	651	23	25	50	25	0	651	38	13	65	18	3	650
B. They match some of what I have learned.	60	2	10	11	52	7	33	1	5	647	60	10	52	33	5	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	14	0	0	1	20	2	40	2	40	636	14	0	20	40	40	636	10	5	48	36	11	642
D. There is no match.	3	0	0	0	0	1	100	0	0	630	3	0	0	100	0	630	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	20	0	0	3	43	3	43	1	14	641	20	0	43	43	14	641	16	7	52	30	11	644
B. about the same as my regular schoolwork	60	3	14	11	52	7	33	0	0	648	60	14	52	33	0	648	66	10	64	22	4	648
C. easier than my regular schoolwork	20	1	14	2	29	2	29	2	29	644	20	14	29	29	29	644	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	1	25	2	50	1	25	640	12	0	25	50	25	640	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	38	0	0	5	38	7	54	1	8	639	38	0	38	54	8	639	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	50	3	18	10	59	3	18	1	6	652	50	18	59	18	6	652	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	41	0	0	7	50	6	43	1	7	641	41	0	50	43	7	641	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	47	3	19	8	50	5	31	0	0	652	47	19	50	31	0	652	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	12	1	25	1	25	1	25	1	25	646	12	25	25	25	25	646	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	9	0	0	0	0	2	67	1	33	635	9	0	0	67	33	635	23	15	65	16	4	650
B. 20 minutes to an hour	66	4	17	12	52	7	30	0	0	649	66	17	52	30	0	649	49	10	64	22	4	648
C. less than 20 minutes	14	0	0	3	60	2	40	0	0	647	14	0	60	40	0	647	11	6	58	29	7	645
D. I rarely read at home.	11	0	0	1	25	1	25	2	50	634	11	0	25	25	50	634	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Acton School Department  
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	5	16	5	15	2092	15
	2007-2008	1	4	1	4	1474	10
	<b>2008-2009</b>	<b>5</b>	<b>14</b>	<b>5</b>	<b>14</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	11	11	11	11	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	13	41	13	39	5731	40
	2007-2008	10	36	10	36	6008	43
	<b>2008-2009</b>	<b>13</b>	<b>36</b>	<b>13</b>	<b>36</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	36	38	36	37	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	8	25	8	24	4175	29
	2007-2008	11	39	11	39	4244	30
	<b>2008-2009</b>	<b>11</b>	<b>31</b>	<b>11</b>	<b>31</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	30	31	30	31	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	6	19	7	21	2308	16
	2007-2008	6	21	6	21	2346	17
	<b>2008-2009</b>	<b>7</b>	<b>19</b>	<b>7</b>	<b>19</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	19	20	20	21	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	30.1	53.8	30.1	53.8	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	10.0	55.6	10.0	55.6	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	6.3	52.5	6.3	52.5	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	7.5	53.6	7.5	53.6	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.3	52.5	6.3	52.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 6

SAU: Acton School Department

School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	5	14	13	36	11	31	7	19	642	36	14	36	31	19	642	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	35	5	14	13	37	10	29	7	20	642	35	14	37	29	20	642	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	4	44	5	56	623	9	0	0	44	56	623	2248	3	18	33	46	629
No	27	5	19	13	48	7	26	2	7	649	27	19	48	26	7	649	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	36	5	14	13	36	11	31	7	19	642	36	14	36	31	19	642	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	19	3	16	6	32	5	26	5	26	641	19	16	32	26	26	641	5620	6	33	37	25	637
No	17	2	12	7	41	6	35	2	12	644	17	12	41	35	12	644	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	36	5	14	13	36	11	31	7	19	642	36	14	36	31	19	642	13974	13	41	30	16	643
<b>Gender</b>																						
Female	17	3	18	4	24	6	35	4	24	641	17	18	24	35	24	641	6738	12	40	32	16	642
Male	19	2	11	9	47	5	26	3	16	644	19	11	47	26	16	644	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1410	3	24	41	32	634
No	35	5	14	13	37	10	29	7	20	643	35	14	37	29	20	643	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	5	4	80	1	20	0	0	0	0	671	5	80	20	0	0	671	637	65	32	3	0	665
No	31	1	3	12	39	11	35	7	23	638	31	3	39	35	23	638	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	0	0	1	50	1	50	627	6	0	0	50	50	627	6	7	32	28	32	636
B. less than one hour	56	2	10	10	50	7	35	1	5	646	56	10	50	35	5	646	59	13	41	30	16	643
C. one to two hours	36	3	23	3	23	3	23	4	31	642	36	23	23	23	31	642	32	14	41	31	14	644
D. more than two hours	3	0	0	0	0	0	0	1	100	616	3	0	0	0	100	616	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	31	3	27	4	36	3	27	1	9	652	31	27	36	27	9	652	30	27	45	18	9	651
B. good	33	1	8	6	50	3	25	2	17	643	33	8	50	25	17	643	46	9	45	31	15	643
C. fair	31	1	9	3	27	4	36	3	27	636	31	9	27	36	27	636	20	2	29	43	26	635
D. poor	6	0	0	0	0	1	50	1	50	620	6	0	0	50	50	620	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	25	2	22	4	44	2	22	1	11	649	25	22	44	22	11	649	35	18	42	27	13	646
B. They match some of what I have learned.	61	2	9	7	32	9	41	4	18	641	61	9	32	41	18	641	50	11	43	31	15	643
C. They match just a little of what I have learned.	11	1	25	2	50	0	0	1	25	647	11	25	50	0	25	647	13	8	31	36	26	638
D. There is no match.	3	0	0	0	0	0	0	1	100	604	3	0	0	0	100	604	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	37	0	0	4	31	4	31	5	38	632	37	0	31	31	38	632	32	7	40	34	20	640
B. about the same as my regular schoolwork	40	0	0	8	57	5	36	1	7	644	40	0	57	36	7	644	56	13	42	30	15	644
C. easier than my regular schoolwork	23	5	63	0	0	2	25	1	13	657	23	63	0	25	13	657	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	58	0	0	8	38	8	38	5	24	638	58	0	38	38	24	638	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	33	3	25	5	42	3	25	1	8	648	33	25	42	25	8	648	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	8	2	67	0	0	0	0	1	33	649	8	67	0	0	33	649	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	1	50	1	50	0	0	644	6	0	50	50	0	644	6	8	29	29	34	635
B. 30–45 minutes	19	1	14	1	14	3	43	2	29	636	19	14	14	43	29	636	33	10	37	34	19	641
C. 45–60 minutes	44	3	19	7	44	4	25	2	13	647	44	19	44	25	13	647	45	15	44	29	12	645
D. more than 60 minutes	31	1	9	4	36	3	27	3	27	639	31	9	36	27	27	639	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	1	25	2	50	0	0	1	25	649	11	25	50	0	25	649	9	14	35	29	22	641
B. two or three days a week	58	3	14	7	33	8	38	3	14	643	58	14	33	38	14	643	26	15	40	30	16	644
C. two or three times each month	22	1	13	4	50	2	25	1	13	646	22	13	50	25	13	646	31	13	43	30	14	644
D. never or almost never	8	0	0	0	0	1	33	2	67	618	8	0	0	33	67	618	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	25	0	0	4	44	4	44	1	11	638	25	0	44	44	11	638	17	8	35	33	24	639
B. two or three days a week	39	5	36	4	29	4	29	1	7	652	39	36	29	29	7	652	28	13	42	30	15	643
C. two or three times each month	22	0	0	3	38	2	25	3	38	634	22	0	38	25	38	634	31	15	43	30	13	645
D. never or almost never	14	0	0	2	40	1	20	2	40	636	14	0	40	20	40	636	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											